

Annual Assessment Report of Student Learning Outcomes- May 2017

I. Program Assessment Meetings

- a. November 7, 2016- 10:30am-11:00am- Siouxsie Easter and Patti Goebel
 - i. Topics Discussed
 - 1. Curriculum- particularly technical theatre curriculum
 - 2. Thesis guidelines
 - 3. Pre-test and post-test benefits
- b. May 23, 2017- 9:30am-12:00pm- Siouxsie Easter and Patti Goebel
 - i. Topics Discussed
 - 1. Curriculum- comparison schools, teaching loads
 - 2. THDA100- revising course to better meet student learning goals
 - 3. Assessment

II. Closing the Loop

- a. Changes from last year as described in the 2016 Assessment Report Action Plan
 - i. "Future technical theatre classes will take place in classrooms with a SMARTBoard projection set up, as opposed to Phipps Auditorium, to allow more Powerpoint-based learning."
 - 1. Based on tests and classroom observation, students' visual learning increased with the Powerpoint and other visual support.
 - 2. Future classes will take place both in the classroom and in Phipps to take advantage of what each space has to offer.
 - ii. "The design courses would undergo multiple changes within the structure of the course. Scenic Design will add computer based learning using the program AutoCad and the 3D Model printing. Lighting design will use the computer program Vectorworks and build student knowledge of electrical wiring and rigging systems."
 - 1. AutoCad was incorporated for both Scenic and Lighting Design in keeping with current practices in the field.
 - 2. Students responded positively to AutoCad, although it was quite challenging.
 - 3. AutoCad will continue to be used, with 3D Model and laser printing to be incorporated as it becomes more available and feasible.
 - iii. "Adjustments will also be made to assignments in THEA128 in order to help the students to think more critically about the plays assigned."
 - 1. Student evaluations indicated more learning of a theory nature than in past years.
 - 2. Faculty will continue to incorporate script analysis and theory in the introductory acting class.
 - iv. "We cannot predict or impose changes in Dance as the major is experiencing a major change in the key faculty member. Certainly communication will take place about what has worked in the past and where we would like to go in the future in order to maintain our strong program."
 - 1. Dance History was reimagined with the new faculty member.
 - 2. The syllabus includes more performative assignments.
 - 3. Strong student evaluations indicate that the course is headed in the right direction.

III. Examination of Data Collected for This Year's Targeted Learning Outcomes

- a. Improve data collection for assessment.
 - i. Patti Goebel experimented with pre- and post-tests in her technical theatre courses.
 - 1. Giving the pre-test of the content of the course on the first day of classes allowed students to gauge their knowledge of the course prior to the current semester.
 - 2. The data collected when students were given the same test at the end of the semester showed an average increase in test scores of 25%-35%. This data will assist in a day-to-day restructuring of the lesson plan for this specific course.
 - ii. Siouxsie Easter updated rubrics for Acting One.
 - 1. Giving the rubric along with the assignment helped students who were new to play reading and script analysis.
 - 2. The data collected showed that 90% of the students scored a B or higher on the assignments in 2016, as opposed to 75% in 2015.
 - 3. Professor Easter will continue to fine-tune the rubrics.
 - iii. The pre-test and rubrics are attached.
- b. Better prepare students for successful thesis work.
 - i. Siouxsie Easter met weekly with each thesis senior in the semester of their thesis.
 - 1. The discussion in the thesis defenses supported the importance of these meetings. Students reported feeling "calmer," and that they "had more information."
 - 2. We will continue to require weekly meetings.
 - ii. Patti Goebel met with the students to go over scheduling and production organization.
 - 1. The discussion in the thesis defenses supported the importance of this information session with Patti.
 - 2. We will continue to require production sessions.
 - iii. We updated the senior thesis requirements from 2015-2016.
 - 1. Students reported feeling comfortable with the requirements, but encouraged us to streamline them more.
 - 2. We will continue to work on the description of the thesis requirements.
 - iv. Siouxsie Easter and Patti Goebel held meetings with the juniors and required an earlier thesis proposal.
 - 1. The data for this cannot be collected until spring 2018, but we feel that we have already better prepared our upcoming seniors.
- c. NOTE: Last year's plan was created with the former dance faculty member. Given the current dance faculty member and the ongoing search for the technical theatre position, the remainder of our targeted learning outcomes from last year were not able to happen (restructure design/tech curriculum, movement for actors course, and SC101).

IV. Program Changes for the Upcoming Year

a. Curriculum

- i. We will put in place technical theatre courses under the “Technique and Skills Training” section of the curriculum. This will support the three “tracks” (Theatre Performance, Dance Performance, and Technical Theatre) that we offer in the major. Patti Goebel is knowledgeable in current practices and is creating courses to keep in line with those practices.
- ii. We hope to be able to offer an SC101 in the fall of 2018, pending normalization of faculty workload in the Performing Arts. This will introduce students to the program and contribute to the learning goals of the College.
- iii. We also want to offer non-Western courses in dance. This is in response to student evaluations and verbal inquiries.

b. Course elements

- i. We will create a rubric for the performance classes in order to both evaluate and teach students about the myriad of skills needed for live performance.
- ii. With the departure of Jeannie Goddard, Siouxsie Easter taught THDA100 (normally a co-taught course) by herself last fall. This fall, Patti Goebel will co-teach the course with Siouxsie Easter, necessitating change in the curriculum to incorporate Patti’s knowledge. Assignments will be streamlined and new readings will be included. Students have asked for more hands-on projects and indicated those as most helpful to their learning in this past year’s class. Therefore, we will incorporate more hands-on projects.

V. Action Plan for the Upcoming Year

This plan focuses on strengthening our introductory courses in order to produce more prepared and effective majors and minors.

LEARNING OUTCOME	DATA	WHEN	WHO
Increased production vocabulary at the end of the introductory classes.	Pre-test and post-test. Quizzes.	At the beginning and end of THDA100, THEA128, THDA130. Quizzes throughout the semesters.	Siouxsie Easter and Patti Goebel
Understanding of production responsibilities.	Mid-term rubric in THDA100.	Fall midterm time.	Siouxsie Easter and Patti Goebel
Increased scene shop and backstage vocabulary and safety procedures.	Pre-test and post-test. Quizzes.	At the beginning and end of THDA130. Quizzes throughout the semester.	Patti Goebel
Each student will conduct a pre-performance, pre-class warm up.	Assignment on warm-up procedures.	First third of fall semester in THEA128.	Siouxsie Easter
Students will present and write papers analyzing theatre scripts.	Papers.	Throughout the fall semester in THEA128.	Siouxsie Easter